



ECHE340

Curriculum Connections and Pedagogy 1

S1 Day 2018

Department of Educational Studies

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General Information

Unit convenor and teaching staff

Raewyn Burden

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Credit points

3

Prerequisites

(39cp at 100 level or above) including ECH130

Corequisites

Co-badged status

Unit description

This unit will introduce students to the BOSTES website and the resources available to support teachers in planning, scoping and implementing curriculum effectively. Assessment systems, including NAPLAN will be examined and students will practice analysing assessment data effectively. In particular students will be reviewing the Key Learning Areas of: Mathematics; Personal Development, Health and Physical Education (PDHPE); Human Society and its Environment (HSIE). This unit will develop students' understandings of effective teaching and assessment, including literacy and numeracy learning, across curriculum areas in the K-6 context.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

- Identify and develop diverse strategies for programming, planning and assessing learning in an integrated and inclusive manner that supports diverse student learners.
- Examine planning and assessment strategies for all learners and develop strategies for providing timely and appropriate feedback to students about their learning.
- Investigate and identify cross-curricular links and pedagogical approaches that are responsive to children's diversities and differences, behaviours, development and intellectual pursuits.
- Unpack the socio-historical origins of current understandings and pedagogical practices

that have impacted on the framing of the syllabus documents; PDHPE, History and Geography.

Compile a collection of movement and dance experiences for K-6.

Demonstrate a developing understanding of pedagogy and appropriate teaching strategies and be able to critically reflect on these.

General Assessment Information

Specific information in regards to submission criteria, late submission and special consideration is detailed in the Unit Outline which is available on the units iLearn site.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Critical Review</u>	25%	No	Week 4
<u>PDHPE practical teaching</u>	25%	No	Week 7
<u>Integrated Unit of Work</u>	50%	No	Week 10

Critical Review

Due: **Week 4**

Weighting: **25%**

This assessment provides students with the opportunity to demonstrate their understanding of how certain forms of knowledge that have emerged as 'history' have been socially-constructed and influenced by ethical, political, social and contextual factors.

On successful completion you will be able to:

- Investigate and identify cross-curricular links and pedagogical approaches that are responsive to children's diversities and differences, behaviours, development and intellectual pursuits.
- Unpack the socio-historical origins of current understandings and pedagogical practices that have impacted on the framing of the syllabus documents; PDHPE, History and Geography.

PDHPE practical teaching

Due: **Week 7**

Weighting: **25%**

Assessment 2 comprises of two interrelated tasks:

- Part A is a lesson plan for your given task (individual task and due in Week 7)
- Part B is a group teaching task to be presented and recorded during the Week 7 tutorial

On successful completion you will be able to:

- Investigate and identify cross-curricular links and pedagogical approaches that are responsive to children's diversities and differences, behaviours, development and intellectual pursuits.
- Compile a collection of movement and dance experiences for K-6.
- Demonstrate a developing understanding of pedagogy and appropriate teaching strategies and be able to critically reflect on these.

Integrated Unit of Work

Due: **Week 10**

Weighting: **50%**

This assessment provides students with the opportunity to demonstrate their understanding of integration of various learning areas. Specifically PDHPE, History and Geography; as well as literacy and numeracy core concepts.

On successful completion you will be able to:

- Identify and develop diverse strategies for programming, planning and assessing learning in an integrated and inclusive manner that supports diverse student learners.
- Examine planning and assessment strategies for all learners and develop strategies for providing timely and appropriate feedback to students about their learning.
- Investigate and identify cross-curricular links and pedagogical approaches that are responsive to children's diversities and differences, behaviours, development and intellectual pursuits.
- Compile a collection of movement and dance experiences for K-6.
- Demonstrate a developing understanding of pedagogy and appropriate teaching strategies and be able to critically reflect on these.

Delivery and Resources

This course is offered via internal and external modes. All classes for this unit begin in **Session 1, Week 1** for all students

In order to be eligible for a passing grade, students must meet the following requirements:

- Students are expected to read weekly readings before completing tasks and attending

tutorials and on-campus days.

- Students are expected to attend / listen to weekly lectures before completing tasks and attending tutorials / on-campus days.
- Students are expected to participate in all practical components of the unit and complete all activities as required.
- For practical sessions, students must wear appropriate clothing and footwear for participation in sporting activities. Appropriate clothing is deemed as shorts, leggings, and tracksuit pants with footwear being joggers/running shoes. Students who arrive to practical sessions not correctly dressed (i.e. skirts, jeans, inappropriate footwear) may be unable to participate and will therefore be marked as absent.
- In order to receive a passing grade in this unit, you need to meet the following criteria:
 - Have made a serious attempt at passing all pieces of work in order to pass the unit.
 - In order to receive a grade of *Pass*, your **total** mark must be at least 50/100.
 - Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

Required and recommended texts and materials

There is no requirement to purchase any set texts for the completion of this unit.

The required and recommended readings for this unit are noted in full within the iLearn guide and all readings will be available via the iLearn site.

Students are expected to purchase or download the following syllabus AND any support documents:

NSW K-6 PDHPE syllabus and support documents: <http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe>

NSW K-10 History syllabus and support documents: <http://syllabus.bostes.nsw.edu.au/hsie/history-k10/>

NSW K-10 Geography syllabus and support documents: <http://syllabus.bostes.nsw.edu.au/hsie/geography-k10/>

Unit Schedule

OVERVIEW OF THE WEEKLY CONTENT AND PROGRAM FOR ECHE340

Week starting	Week	Lecture	Tutorial
26 February	1	Introduction to the Unit NESA and the National Curriculum	Overview of unit Assessment Task organisation
5 March	2	Why History? History syllabus	Hands on History and planning units of work
12 March	3	History concepts and skills	PDHPE Syllabus and planning
19 March	4	PDHPE syllabus	Dance *
26 March	5	Pedagogy of PDHPE	Minor Games *
2 April	6	Geography syllabus: Skills, Concepts and Tools	Fundamental Movement Skills*
9 April	7	Quality Teaching and Learning	Assessment 2, Part B *
16 April	SESSION BREAK		
23 April	SESSION BREAK On Campus Days: Monday 23 April and Tuesday 24 April		
30 April	8	Integrating Learning Areas	Integrated units of work + Unit planning
7 May	9	Assessment and Reporting	NAPLAN
14 May	10	Inclusive Practice	Assessment Principles Best Start
21 May	11	ECHP327: PROFESSIONAL EXPERIENCE	
28 May	12	ECHP327: PROFESSIONAL EXPERIENCE	
4 June	13	ECHP327: PROFESSIONAL EXPERIENCE	
11 June	14	Exam period commences	

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide

appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcome

- Demonstrate a developing understanding of pedagogy and appropriate teaching strategies and be able to critically reflect on these.

Assessment tasks

- PDHPE practical teaching
- Integrated Unit of Work

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Identify and develop diverse strategies for programming, planning and assessing learning in an integrated and inclusive manner that supports diverse student learners.
- Demonstrate a developing understanding of pedagogy and appropriate teaching strategies and be able to critically reflect on these.

Assessment task

- Critical Review

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Investigate and identify cross-curricular links and pedagogical approaches that are responsive to children's diversities and differences, behaviours, development and intellectual pursuits.
- Unpack the socio-historical origins of current understandings and pedagogical practices that have impacted on the framing of the syllabus documents; PDHPE, History and Geography.

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Identify and develop diverse strategies for programming, planning and assessing learning in an integrated and inclusive manner that supports diverse student learners.
- Examine planning and assessment strategies for all learners and develop strategies for providing timely and appropriate feedback to students about their learning.
- Investigate and identify cross-curricular links and pedagogical approaches that are responsive to children's diversities and differences, behaviours, development and intellectual pursuits.
- Unpack the socio-historical origins of current understandings and pedagogical practices that have impacted on the framing of the syllabus documents; PDHPE, History and

Geography.

- Compile a collection of movement and dance experiences for K-6.
- Demonstrate a developing understanding of pedagogy and appropriate teaching strategies and be able to critically reflect on these.

Assessment tasks

- PDHPE practical teaching
- Integrated Unit of Work

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Identify and develop diverse strategies for programming, planning and assessing learning in an integrated and inclusive manner that supports diverse student learners.
- Examine planning and assessment strategies for all learners and develop strategies for providing timely and appropriate feedback to students about their learning.
- Investigate and identify cross-curricular links and pedagogical approaches that are responsive to children's diversities and differences, behaviours, development and intellectual pursuits.
- Unpack the socio-historical origins of current understandings and pedagogical practices that have impacted on the framing of the syllabus documents; PDHPE, History and Geography.
- Demonstrate a developing understanding of pedagogy and appropriate teaching strategies and be able to critically reflect on these.

Assessment tasks

- Critical Review
- PDHPE practical teaching
- Integrated Unit of Work

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and

they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Identify and develop diverse strategies for programming, planning and assessing learning in an integrated and inclusive manner that supports diverse student learners.
- Examine planning and assessment strategies for all learners and develop strategies for providing timely and appropriate feedback to students about their learning.
- Investigate and identify cross-curricular links and pedagogical approaches that are responsive to children's diversities and differences, behaviours, development and intellectual pursuits.

Assessment tasks

- Critical Review
- PDHPE practical teaching
- Integrated Unit of Work

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Identify and develop diverse strategies for programming, planning and assessing learning in an integrated and inclusive manner that supports diverse student learners.
- Examine planning and assessment strategies for all learners and develop strategies for providing timely and appropriate feedback to students about their learning.

Assessment tasks

- Critical Review
- PDHPE practical teaching
- Integrated Unit of Work

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcome

- Unpack the socio-historical origins of current understandings and pedagogical practices that have impacted on the framing of the syllabus documents; PDHPE, History and Geography.